

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.



School overview

Detail	Data
School name	North Curry C of E Primary School
Number of pupils in school (excluding nursery)	128
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Morley
Pupil premium lead	Jo Littlechild
Governor / Trustee lead	Martin Stepney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,343
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Grant	£0
Total budget for this academic year	£12,343

Part A: Pupil premium strategy plan

Statement of intent

This funding strategy should be viewed alongside our Pupil Premium report which can be found on our school website.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties; attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. These decisions are undertaken following research and discussion, seeking external support where required.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Not all children actively engage in learning outside the classroom, such as reading, learning spellings or practising multiplication tables
2	Attendance and/or lateness can be a challenge for some of our pupils
3	Some pupils appear in more than one disadvantaged category e.g. pupil premium and SEND which can mean their needs are higher

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All pupils will be achieving their potential in core areas of learning	Children identified in pupil progress meetings as struggling in certain areas of core learning will access half termly blocks of targeted intervention. Identified gaps in learning will diminish.
A new ELSA will be trained and deliver interventions to support the	Children identified through KEO surgeries will be supported with their emotional wellbeing to enable them to

emotional wellbeing of identified children	manage their big emotions and access their education fully
Attendance of all pupils will be in line with County expectations	There will be a reduction in lateness and absences not related to illness to enable all pupils to achieve their potential.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ (included in £11,143 total below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class TAs in classes in the mornings	<p>Education Endowment Foundation Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk</p> <p>Teaching assistant interventions +4 months Teaching Assistant Interventions EEF</p> <p>1:1 tuition +5 months One to one tuition EEF</p> <p>Small group phonics +5 months Phonics EEF</p>	1 and 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: (included in £11,143 total below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA employed 3 days a week to deliver evidence based interventions	<p>Education Endowment Foundation</p> <p>1:1 tuition +5 months One to one tuition EEF</p>	1 and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ (included in £11,143 total below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School ELSA</i>	Education Endowment Foundation Social and Emotional learning +3 months Social and emotional learning EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation +8 months Metacognition and self-regulation EEF	1, 2 and 3

Total budgeted cost for class TAs, HLTA, ELSA: £ 11,143

Total budgeted cost for pupil discounts on trips etc: £1,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intention	Amount	Impact
Subsidising school trips, residential, swimming, and forest school	£683.68	This ensured equal access to learning opportunities outside of school and ensured that the trips/activities were able to take place.
Contribution towards class TAs, intervention teacher (HLTA) and school ELSA	£15,539	<p>Our HLTA delivers evidence-based interventions to children who need additional support in certain curriculum areas as identified in pupil progress meetings.</p> <p>Class TAs help to support children both in and out of the classroom with aspects of their learning e.g. 1:1 reading, support to learn times tables, small group work within lessons</p> <p>Our school ELSA provides emotional support for those pupils who need it and also supports parents with difficulties they may be experiencing at home.</p>

Intent	Implementation	Impact on PP children
Close the attainment gap in core subjects	Through high quality teaching using a range of techniques and strategies as well as adaptive teaching methods	<p>22% children identified at PP are below age related (ARE) in 1 area (writing or maths)</p> <p>44% children are working at ARE or above in all areas</p> <p>33% children (including one child with SEND) are</p>

		working below ARE in all areas.
Make positive progress in maths	Through the delivery of evidence based interventions targeted at those children identified in pupil progress meetings	<p>67% children identified as PP are working at ARE or above in maths (1 of whom had intervention support)</p> <p>22% children who failed to meet ARE in maths had additional maths intervention over the academic year.</p>
Pupils to be emotionally able to tend to their learning	Zones of Regulation used across the school. Support of the school ELSA to provide emotional support to children, deliver lessons around emotional wellbeing, and run short intervention sessions to meet need	<p>Children are ready to learn and know what they can do/who they can speak to if they have big feelings. Daily check ins in class support teachers to identify children who may be 'wobbly' and can intervene early. The school ELSA supports those children who need a little extra support.</p>